

THE IMPORTANCE OF USING INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE

Abdusalomova Farangis

master student at Samarkand state institute of foreign languages

ABSTRACT

This article explores the modernization of foreign language education, highlighting the shift from traditional authoritarian teaching methods to student-centered, problem-based learning approaches. It emphasizes the importance of developing students' competencies through interactive exercises, multimedia resources, and exposure to authentic language scenarios. The article also discusses the role of information technology in enhancing communication, facilitating personalized learning, and promoting cultural understanding. It concludes by advocating for the continuous adoption of innovative approaches to modernize the entire educational system.

Keywords: Multimedia technology, Foreign language teaching, Computer-assisted language learning (CALL), Interactive learning Authentic language scenarios, Information technology, Cognitive independence, Educational resources, Pedagogical science, Theoretical studies, Fragmented projects, Overestimation of potential, Complexity and incompleteness of philosophy.

It is inconceivable for anybody to imagine learning a foreign language without the aid of multimedia learning resources. Of course, essential responsibilities for the methodology of teaching foreign languages include giving students the chance to demonstrate how to communicate in English in real-world situations and developing an educational environment that offers authentic learning environments for the target language and its culture [1,89].

The conventional method of teaching languages is changing in the 21st century, which is also known as the "information age". Because of its novel potential, computer technology is being used extensively in education. The development of new information and communication technologies widens educational access, creating an open educational system, and modifies the notion of the credentials required of contemporary graduate students.

The importance of computer-based training is one of the biggest groups of advantages. For instance, teachers develop straightforward training programs in the form of e-exercises using computers' ability to respond quickly to information input.

The technical benefit of using multimedia technology to teach English is that sound cards enable users to record their speech and compare it to native speakers' pronunciation. Any sort of action may be represented by a computer's graphics capabilities in the form of images or animation. This is crucial when learning new vocabulary because it enables students to associate English words and phrases with actual actions rather than just words from their native tongue [2, 294-298].

The implementation of computer networks is a good example of how the media are a great tool for interactive communication between various language groups. This might be the Internet, a worldwide network with millions of users, or a local area network linking several computers in a single school.

These benefits lead us to the conclusion that multimedia learning has considerable promise for teaching oral communication in foreign languages. Through the optimal combination of a number technology (language laboratory, video, television, radio, newspapers, magazines, books, bibliographies, and phones) and having extra benefits (interactivity, graphics capabilities, etc.), multimedia learning provides almost limitless opportunities for teaching and learning.

There has been a shift in the Uzbek education system's learning paradigm in recent years, with schools moving away from imparting knowledge to pupils in finished form and toward organizing and supervising cognitive activity. High schools can improve the learning process, teaching strategies, and work organization to foster students' ability to learn, find necessary information using a variety of information sources, and cognitive independence in light of today's educational requirements, where independent work by students is a key component.

Utilizing new technology in the classroom is the goal of contemporary pedagogical science. The previously mentioned interactive media are used appropriately. The majority of the many different interactive learning tools for English are designed to independently elaborate on phonetic and grammatical components and make usage of them automatic. These apps provide interactive conversations, voice recognition and visualization of pronunciation, animated films displaying the articulation of sounds, exercises for improving various speech abilities, translated videos, and the ability to track one's own learning progress, among other features.

Teachers must reenergize all students in the learning process to create a context for their creative activity since the goal of learning the English language is communicative action, which necessitates practical mastery of the language.

Therefore, broadcasting, interacting with, and searching in online resources can help foreign language teachers organize their independent work. These resources contain cognitive information, training materials, and environments that are favorable for the development of professional competence for future specialists.

The software they produce today gives us a special tool that enables us to recruit the best educators from across the globe. The development of new formats and techniques for teaching foreign languages is necessary due to the intensification of the transition to an information society and the broad use of new information technology and computer telecommunications.

Opportunities for new information technology can assist teachers in selecting more engaging and varied educational materials to carry out a differentiated approach for each student, and thereby contribute to better assimilation of necessary knowledge and skills. This is in addition to the use of traditional technology learning.

According to the findings of a survey conducted in CIS universities, teachers are most familiar with training using multimedia tools (66.7%) among the different types of innovation.

Information technology training that incorporates audiovisual information across a variety of media (text, video, audio, graphics, animation, etc.) is known as multimedia technology. The utilization of interactive user systems and various types of self-employment is implemented.

The incorporation of multimedia technology into the learning process enables advancements in the organic blending of traditional and cutting-edge educational approaches, the implementation of training, information, games, modeling, design, and analysis functions, the performance of general didactic principles like visibility and accessibility, the viability of a systematic shift from education to self-education, and the creation of a supportive emotional environment for training. Additionally, multimedia applications, encyclopedias, dictionaries, and a unique information educational environment designed for comprehensive global knowledge in the context of computer-aided design and modeling enhance multimedia technology.

When compared to other information technology training, multimedia technology has a number of advantages because it functions as a unique intellectual activity:

1. In the context of modern education, pedagogy refers to the ongoing improvement of educational methods and content.
2. Provides opportunity to identify and encourage students with language ability.
3. Serves as the foundation of distant education.
4. Makes best practices in education and training accessible to the general public via the vast communication network and online educational environment.
5. Creates an artificial language environment, allowing the study of foreign languages (FL) at students' own speed, boosting the freedom and responsibility of students when planning FL training for all age groups. allows for the development of FL training in accordance with student goals and interests and allows students to enter into training in the intercultural component of FL.

6. Multimedia technology is cutting-edge and reportedly offers countless opportunities for the development of tools for creating clear graphics.

Everybody may learn foreign languages through independent study with the use of multimedia, which enables tight supervision and constant operational assistance.

The widespread development and application of multimedia technology in the educational process is impacted by both good and negative developments. These include the following:

1. Inability of current educational systems to actively utilize multimedia technology and integrate it into the educational process and its organization;
2. Lack of qualified developers;
3. Absence of a developed methodology for multimedia technology;
4. Lack of financial resources for the creation and wide adoption of multimedia technology;
5. The device is not user-friendly.

The prerequisites for a solid pedagogical and methodological application of multimedia technology must be established before introducing it to the learning process. It is currently very relevant to incorporate the Internet into education, especially when teaching foreign languages.

Currently, the majority of educational institutions in our nation have multimedia classrooms for teaching English. Computers, projectors, and interactive whiteboards are available in these rooms.

In order to assure a greater level of learning, classic and modern teaching approaches will be combined.

Unfortunately, the high cost of computer equipment and the dearth of computer programs designed specifically for independent foreign language learning put current attempts to use multimedia technology to intensify individual work in the study of foreign languages at a significant disadvantage [3 ,64].

In general, a scenario now exists in which, on the one hand, there are a small number of theoretical studies that have not been widely put into reality; and on the other, there are numerous fragmented projects that do not have a significant theoretical basis.

The current investigation demonstrated that in pedagogical science, especially in the practice of domestic university teaching, the potential of learning software, including multimedia technology, are overestimated. This is largely caused by the complexity and incomplete philosophy of the idea of multimedia technology as a teaching aid.

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